

# SUPPORT FOR TRANSITION TO PRIMARY SCHOOL

May 2016- updated November 2020



## FOREWORD

### PURPOSE:

- To provide information to parents about the range of support for transition to primary school available across the Local Authority
- To provide information to early years settings about the range of support for transition to primary school available across the Local Authority for children with special educational needs or disabilities.
- To disseminate good practice on transition across the Local Authority
- To provide examples of “good practice” timelines for transition for particular groups of children with special needs
- To provide templates to record information about children by early years settings to support transition to their primary school setting.

### CONTENTS:

1. Choosing a primary school
2. Events in place, to support transition between early years settings and primary mainstream schools
3. Transfer processes between or into specialist provisions/schools
4. Forms used to transfer information between early years settings and primary schools
5. Description of different transition provision available to support children moving to primary school in Greenwich

## 1. APPLYING FOR A PRIMARY SCHOOL

The Royal Borough of Greenwich provides information for parents applying for a Primary School place for their child. An interactive version of the 'Primary Schools in Royal Greenwich' booklet is available on the Royal Borough of Greenwich website. Reference hard copies are available in Royal Greenwich primary schools and libraries. The Families Information and Outreach Service organises sessions to support parents in making informed and realistic preferences and provide help in completing the relevant forms. All schools have information in their Local Offer/SEND information report which outlines the specific processes for transition in and out of their schools.

### Applying for a Primary school

- You need to complete the Common Application Form, stating your preference schools, from 1<sup>st</sup> September with a closing date of the 15<sup>th</sup> January. Details on how to apply are available on Royal Borough of Greenwich website.
- It is important that you consider each school's admission arrangements and previous years' application rates before deciding on your preference schools.
- You will receive the outcome of your application on the 18<sup>th</sup> April.

There is a separate system for applying to Primary school, dependent on whether your child has an Education Health and Care Plan.

### Applying for a school if your child has an EHC Plan

- Parents will be supported to state their preference for a Primary school in the autumn term e.g. at the review meeting
- Your preferred school/s will be consulted with and you will be informed of the outcome.
- In January final decisions about school placement are made
- By the 15<sup>th</sup> February the final EHC Plan naming your child's primary school from the following September will be sent out

### Transport to school

Detailed information is available in the Local Authority transport policy; however, children of pre-school age will not be transported by the Royal Borough of Greenwich other than in exceptional circumstances, for example:

- Where they have special educational needs and/or live in excess of 2 miles from the Primary School (this does not apply to parent preferences where the local authority have identified a school within the 2-mile radius that can meet the child's needs).
- Either the parent/carer or child has a disability
- There is intervention by Royal Borough of Greenwich on the grounds of safeguarding or social care.

## **Transition into school**

Primary schools will have their own transition arrangements which may include:

- Home visits
- Visits into school to spend time in the classroom
- Meetings for parents

Parents should ask the early years setting their child attends for the general transition arrangements they have for all children moving on to primary school

In some areas of the Local Authority early years settings have arrangements in place where they come together to share information on the children moving from their setting into Primary school.

These events are typically held on an annual basis to support children to make a successful transition to their chosen Primary school. Where they take place the events enable the transfer of child based information between the early years setting and primary school to support transition.

### **Transition planning for children who have more complex needs.**

The Royal Borough of Greenwich is working towards a model of good practise for children who have more complex needs e.g. children with a lower level of Special Educational Need or Disability with a focus on those at SEND support, Looked after children (LAC), Children who have had behaviour support while in their early years setting.

- Discussion with parents and Early Years setting re transition planning with the Primary school
- Identification of a Lead Professional for the transition.
- The Lead Professionals role may include:
  - Ensuring key information is shared before September
  - Coordinating a transition meeting.

## Transition planning for children who have an EHCP.

- Discussion with parents and Early Years setting re transition planning
- Establishment of a Lead Professional for the transition, identified at a Team around the Child meeting
- Lead Professional to set date for a transition meeting and co-ordinate attendance.

### The Transition meeting:

- Will usually take place in the summer term, involving parents, all professionals and settings involved in the transition
- Will consider all key issues including level of support, involvement of key professionals, support to build independence and targets for successful transition.
- An Action Plan will be agreed regarding which professionals will provide support e.g. creating a photo book of the new setting to act as an adapted Social Story for the child.
- Dates for reciprocal meetings between settings to take place to get to know child.
- Any records required to support information sharing e.g. a “Profile” to support the child and new staff in understanding their needs.
- The meeting should identify which services continue to be involved, which will discharge and who will take on the role of Lead Professional moving forward.

### During the autumn term your child’s progress will be reviewed, which may include:

- A meeting to review transition targets in school and in the home setting.
- Setting new targets.

**Behavioral objectives plan**

Name: Mia Date: 10/10/2023

Current skills:

Follows instructions for the transition plan	Follows instructions for the transition plan
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Target skills:

Follows instructions for the transition plan	Follows instructions for the transition plan
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Supporting your child's learning:

- Follows instructions for the transition plan
- Follows instructions for the transition plan

**Team Around the Child Transition Meeting Record for:**

Date:

## Transfer process into specialist provisions/schools

Most children attend mainstream schools and Ofsted inspection reports confirm that, overwhelmingly, they do well there. Some children who need a high level of support attend a Designated Specialist Provision (DSP) provided in some of Royal Borough of Greenwich's mainstream schools or for children with very complex needs, a specialist school. These placements are agreed by the SEN Admission Panel. The SEN Team will need to be advised of these preferences during the Autumn Term following an Annual Review.

Special schools and schools with a Designated Special Provision have specific processes, typically including:

- Supported transition visits
- Exchange visits between schools
- Transition books to support individual students as needed
- Transition passports/profiles



## 2. FORMS USED TO TRANSFER INFORMATION BETWEEN EARLY YEARS SETTINGS AND PRIMARY SCHOOLS

The Local Authority has devised an information sharing template (Early Years Transfer Information), to support the transfer of information between early year's settings and primary schools.

This form is designed to support the discussion between early year's settings and primary SENCOs and as a written record of this contact between the setting/schools (provided permission for sharing information has been obtained by the child's parents).

At the point of transfer all children known to the Early Years Inclusion Team with SEND will also have at least a one-page profile, which will be circulated to all the adults that will be involved in supporting the child in their primary school, which gives an immediate profile of the child. This is developed in collaboration with parents, the child and their early years setting and may form part of the transition meeting.

### 3. DESCRIPTION OF DIFFERENT TRANSITION PROJECTS AVAILABLE TO SUPPORT STUDENTS MOVING TO MAINSTREAM PRIMARY SCHOOL IN GREENWICH

There are many different transition projects that students can access in Greenwich to support their transition to primary school. Many early years settings now run their own schemes for specific groups of children, and details can be obtained from the individual settings.

Schemes run centrally to support students transferring to mainstream primary schools are outlined below:

SERVICE	CONTACT DETAILS	ELIGIBILITY/REFERRAL SYSTEM	IDENTIFIED AIMS OF INPUT
Royal Borough of Greenwich Early Years Inclusion Team	Anita Smith: Early Years Inclusion Team Leader  0208 921 3821  Anita.Smith@royalgreenwich.gov.uk	<ul style="list-style-type: none"> <li>• Foundation Stage -1</li> <li>• A child that has been referred into the service with complex special educational needs who is a Greenwich resident.</li> <li>• Attending an early education or care setting that is in the Private, Voluntary or Independent (PVI) sector, this includes child-minders</li> <li>• Transferring to a primary school.</li> </ul>	<ul style="list-style-type: none"> <li>• To facilitate the smooth transition of pupils with complex needs to primary school.</li> <li>• To equip staff with appropriate resources to enable the transition to run smoothly.</li> <li>• To support PVI early years settings to complete at least a one-page profile to identify the important things to be known about the child at transfer</li> <li>• To provide information, advice to parents so that they can support their child in their transition to primary school.</li> </ul>

<p>Royal Borough of Greenwich ASD Outreach Service</p>	<p>Roz Weeks: ASD Outreach Manager 020 8921 3311 Roz.Weeks@royalgreenwich.gov.uk</p>	<ul style="list-style-type: none"> <li>• Diagnosis of an ASD</li> <li>• Attending a nursery setting and transferring to a mainstream primary school setting</li> <li>• Referrals can be made from any source, typically ASD Outreach service/families and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• To facilitate the smooth transition of pupils with ASD to primary school.</li> <li>• To equip staff with appropriate resources to enable the transition to run smoothly,</li> <li>• To provide information, advice and practical input to parents so that they can support their child in their transition to primary school.</li> <li>• To address the particular and specific needs of pupils with an ASD in particular anxiety, rigidity and difficulty with change through specific interventions, to include; <ul style="list-style-type: none"> <li>○ Providing information</li> <li>○ Providing visual support</li> <li>○ Providing transition books</li> </ul> </li> </ul>
<p>Royal Borough of Greenwich Sensory Service</p>	<p>Rory McDonnell: Sensory Service Team Leader 0208 921 5215 Rory.McDonnell@royalgreenwich.gov.uk</p>	<ul style="list-style-type: none"> <li>• Diagnosis of Vision Impairment or Hearing Impairment</li> <li>• Attending a nursery setting and transferring to a mainstream primary school setting</li> </ul> <p>Referrals can be made from any source, typically Audiology, Ophthalmology, families and schools.</p> <p>Please note: The service is free at the point of delivery to all PVI, all state nursery schools, all LA schools,</p>	<ul style="list-style-type: none"> <li>○ To facilitate the smooth transition of pupils with Sensory Impairment to primary school.</li> <li>○ To equip staff with appropriate resources, training and equipment to enable the transition to run smoothly, to include deaf awareness training, VI Awareness training, and BSL courses when appropriate</li> <li>○ To provide information, advice and practical input to parents so that they can support their child in their transition to primary school.</li> <li>○ To address the particular and specific needs of pupils with a Sensory Impairment through specific interventions, and to include; <ul style="list-style-type: none"> <li>○ Providing information</li> <li>○ Providing sign language support when appropriate</li> </ul> </li> </ul>



		<p>all free schools and academies. If a child goes to a private/independent school, then our service is chargeable from the time the child is five years old.</p>	<ul style="list-style-type: none"> <li>○ Providing Habitation and pre-braille support when appropriate</li> <li>○ Providing assistive listening equipment when appropriate</li> </ul>
<p>Royal Borough of Greenwich Support Team for Education in Primary and Secondary Schools (STEPS)</p>	<p>Hetal Patel: STEPS Team Leader 0208 921 3302 Hetal.patel@royalgreenwich.gov.uk</p>	<ul style="list-style-type: none"> <li>● Children with complex needs/Down's Syndrome</li> <li>● Attending a nursery setting and transferring to a mainstream primary school setting Referrals can be made from any source, typically EYT/families and schools.</li> </ul>	<ul style="list-style-type: none"> <li>● To facilitate the smooth transition of pupils with complex needs/Down's Syndrome to primary school</li> <li>● To equip staff with appropriate resources to enable the transition to run smoothly</li> <li>● To provide information, advice and practical input to parents so that they can support their child in their transition to primary school</li> <li>● To address the particular and specific needs of pupils with complex needs/Down's Syndrome in particular S&amp;L and understanding to include; <ul style="list-style-type: none"> <li>○ Providing information</li> <li>○ Providing visual support</li> <li>○ Providing transition books</li> </ul> </li> </ul>